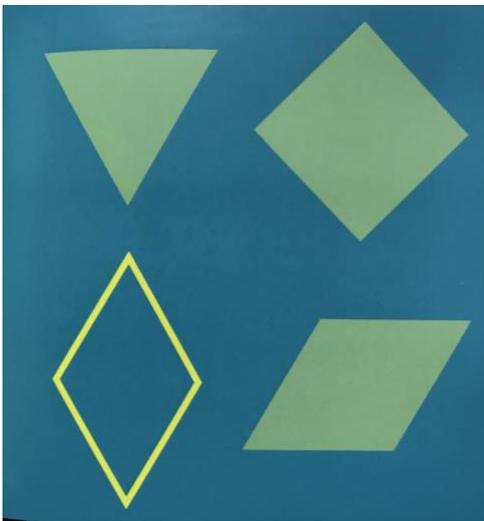


Chequamegon School District
Park Falls Elementary Principal's Report
September 25, 2018
Educate, Inspire, Empower Lifelong Learners

Number Talks

A Number Talk is a 10 to 15 minute whole group or small group *mental math* activity where students find the answer or answers to a math problem in their heads, then share aloud the strategies they used to find that answer(s). “A cornerstone of a mathematically powerful individual is the ability to make sense of and persevere when solving problems (Mathematical Practice 1). When problems are introduced at the beginning of a number talk, students look for number relationships to plan their strategies and seek alternative ways to verify their reasoning. Developing flexibility in looking at problems from multiple perspectives builds perseverance as well as provides a system of checks and balances. As students share their answers and strategies, they must evaluate other ideas and approaches. Class discussions around reasonableness of answers and analyzing strategies for sense-making further develop this mathematical disposition” (Parrish, S. 2010. *Number Talks: Whole Number Computation*. p.6). The use of number talks helps develop students’ skills in the following areas: number sense, fluency, subitizing, making tens, place value, properties, and connecting mathematical ideas. This was one of the instructional strategies introduced to our teachers during the math professional development in August.

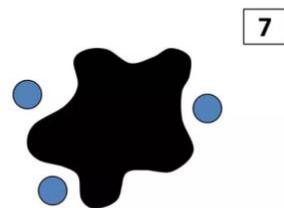


Here is one example of a Number Talk from Ms. Jess Herbst second grade class. The picture on the left was projected on the smartboard and students were asked to determine which figure did not belong. In my mind, the adult obvious answer is the outline rhombus (diamond), because the others shapes are filled in. The student who was chosen to share her answer and rationale. She stated that the shape on the bottom-right-hand-side did not belong because it was laying on its side (the others are points down). However, if that shape was turned so it was point down, then the triangle on the top would not belong. The triangle would not belong because the other shapes have 4-sides and it only has 3. Other students had the opportunity to share their ideas and rationale, too.

Another example of number talks that I have observed used some of the Steve Wyborne’s SPLAT visuals. Students individual figure out their answer and their thought process. A few students’ answers and processes. Examples of students process for this might be:

1. I see 3 spots. I know the total is 7, so I know that $3 + 4$ is 7. So there are 4 spots under the SPLAT.
2. I see 3 spots. I know the total number of spots is 7, so I subtracted 3 from 7 and got 4. So there are 4 spots under the

How many dots are under the Splat?



SPLAT.

3. I see 3 spots so I used my number line and made 4 hops to get to 7.

Carpool Update

One of the changes made at Park Falls Elementary this year was the addition of a carpool lane to be used for morning parent drop-offs and afternoon pick-ups to improve on student safety. In the morning between 7:20 - 7:52, staff supervise the drop-offs monitoring students and vehicles. The line in the morning is fairly short only one to four cars at a time. The afternoon the line is a little longer, but averaging about 14 to 15 minutes to load all students. The first day or two was a little rough, but as everyone has become familiar with the process afternoon carpool is going much better. In the afternoon, cars display our carpool signs so we make sure we load the right student in their pickup vehicle. At the end of the carpool when we run out of cars in line and run out of kids at the same time -- it's a good day.

Read Every Day (R.E.D) and #WeReadToo

The Park Falls Elementary Leadership Team planned month by month challenges to encourage students and families to complete the 15 to 20 minutes of reading every day. One of the challenges in September is the class each grade with the most readers (by percentage) will be recognized. Their pictures will be placed on our #WeReadToo walls and they will be given an extra 15 minute recess. The second September challenge is a schoolwide challenge to beat the 1610 hours that the school read during September 2017. If we can beat the hours, Mr. Eric Brown, has volunteered to kiss a TBD animal. Mrs. Christy Volm volunteered some of her animals as possibilities - hedgehog, miniature horse, alpaca, or rooster. We will let the classes with the most readers vote on what Mr. Brown will kiss. So far students have logged 550 hours. The leadership team greatly appreciates Mr. Brown's support of reading and willingness to help with the challenges.

Submitted by

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